

Inspection report for early years provision

Unique reference number	EY428963
Inspection date	07/12/2011
Inspector	Sue Riley
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2011. She lives with her husband and two daughters in a residential area, in a suburb of Nottingham. Their home is within walking distance of the local park, shops and schools. Minded children mainly use the ground floor of the house, with access to toilet and hand washing facilities within this area, two bedrooms and bathroom facilities may also be accessed on the first floor. There is an enclosed rear garden which is available for outdoor play. The premises are accessible by a level driveway. The family has two geckos.

The childminder is registered to care for a maximum of four children at any one time and is currently caring for three children, of whom one is in the early years age range. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder walks to the local school and nursery to take and collect children. She attends the local parent and toddler group and the childminding support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very settled, content and enjoy the range of play opportunities which supports their learning and individual interests. They show good levels of self-esteem because the childminder knows them well and values them as individuals. The childminder has developed a close working relationship with parents, which helps her to understand children's individual needs, and to achieve a consistent approach to the children's care. The childminder shows a good awareness of safeguarding procedures and most aspects of children's welfare are promoted well and ensure children are fully safeguarded. The childminder is starting to reflect and evaluate her practice and provision to improve the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- increase resources to help promote positive attitudes to diversity and difference within all children, helping them to learn to value different aspects of their own and other people's lives
- develop further systems to ensure that what is provided for children complements the education and care they receive in other settings and ensures consistency.

The effectiveness of leadership and management of the early years provision

The childminder has a good awareness of safeguarding issues and has implemented an effective policy and procedure which she shares with parents. The detailed policy is clear in informing parents and carers of her responsibilities to ensure children are fully protected. Parents are reassured because the childminder provides information about how she is registered, about vetting arrangements for herself and other household members over 16 years of age, and about her experience and training. The childminder effectively maintains her records. Many inclusive policies and procedures are in place to ensure the safety and well-being of all children. Confidentiality is maintained and documents are kept secure. The childminder has high standards and expectations which are embedded across all areas of her practice. Risk assessments are in place for the home and all outings, which ensure children are kept safe.

The childminder has only just started childminding, although she recognises that self-evaluation is an invaluable tool in assessing the effectiveness of her practice, her achievements and identifying her priorities for future improvement. However, she is in the very early stages of self-evaluating her provision so this is not yet well established. The childminder is very enthusiastic about caring for children and providing a good service. Space within the childminder's home is well organised to provide children with a homely, warm and welcoming environment where they can learn, relax and have fun. A range of resources are readily available to children and these are stored at appropriate levels so that children can access them easily. Children freely and confidently make independent choices. The childminder recognises the importance of children learning to appreciate differences and learn about other cultures. However, she has a limited range of resources that reflect today's society, so children are not learning through play to value and respect one another. The childminder clearly recognises that each child is an individual and treats them as such.

The childminder has established positive relationships with parents and shares information about the children's care and routines through discussions and written daily diaries, children's learning journeys are also shared. As a result parents are kept well informed of their child's care and progress. The childminder has systems in place to communicate with others involved in the children's lives, for example, the local nursery and school where information about children's daily care is shared. However, their learning and development is not shared which means that there is no consistency between settings.

The quality and standards of the early years provision and outcomes for children

Children are making good progress in their learning and development. The childminder demonstrates a good knowledge of the Early Years Foundation Stage and how children learn and develop through play. Activities are planned to provide a balance of adult- and child-led play and exploration, to help children to think

critically and become creative and active learners. She constantly observes children during play and records some of what she sees. The childminder gathers information about children's starting points, individual needs and preferences and she regularly exchanges information with parents. Observation and assessment are used to identify any areas where additional support and guidance may be necessary or where achievements are above expectations and can be further progressed.

The environment is set up for children's learning and this allows children free choice of activities and a range of resources, which helps promote children's independence. The childminder is warm and welcoming and uses her secure knowledge of the needs of each child to provide an environment which enables them to feel secure, confident and challenges them to reach their full potential. This aids children to be interested, excited and motivated to learn. Keeping children safe is paramount to the childminder. For example, when on outings she carries emergency details for the children should the need arise. Children are taught about safety issues as part of the daily routine. For example, they take part in regular emergency evacuation procedures to raise their awareness of keeping themselves safe. They talk about the dangers of crossing the roads and practise road safety when out and about in the community. Children are well-behaved and are encouraged to share and take turns in a positive manner and are praised for this, which helps to raise their self-esteem. They are starting to use their manners. Children are encouraged to be considerate of others and the childminder models this in her behaviour. The childminder demonstrates a good understanding of healthy eating and she provides a range of healthy meals and snacks for the children. Children are starting to develop an understanding of healthy lifestyles. They soon become aware of the hand-washing routines as they follow the appropriate practices to prevent the risk of cross-infection. Children help themselves to drinks as they become thirsty.

Books are readily available to the children and they eagerly ask the childminder to read them a story. Children sit and read stories to the childminder, creatively using their language as they read from the pictures. The childminder encourages this which helps to raise children's self-esteem and sense of achievement: at the same time it develops their ability to articulate their own ideas. Children count within their play and confidently name shapes as they complete their craft activity. They learn the basics of information, communication technology as they play with the interactive toys. For example, they wind up toys to make them move and they play with a remote controlled car and display lots of excitement as they move the car around the floor. Children use scissors to develop their small muscles as they cut out different shapes to stick on to their picture. They also enjoy dancing to music which helps to develop their body and spatial awareness. Children use their imagination as they curl up and pretend to be a seed and eagerly ask the childminder to water them, and then they unfold and grow moving their bodies to stretch up tall.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----